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ABSTRACT

Arguing that research shows that students possessing a number of identifiable social or interpersonal skills function better in school and community settings, this paper proposes that both public and private educational agencies identify relevant social skills for disruptive youth. It further suggests that they provide the training and practice for these behaviors in settings where reinforcement is likely. It describes the operations of a private school for the emotionally handicapped and a similar public school research program. After detailing procedures for developing and validating program objectives, it offers illustrations of methods for specifying the fit between program objectives and student needs. The support systems required for initial training and subsequent maintenance of student learned skills in both the public and private school settings are defined. The report describes evaluation processes from both settings, along with examples of cognitive and behavioral instruments used to ascertain performance change. It cites data that relate changes on student knowledge of behavior principles and show significant differences between experimental and control groups. Less reactive measures (like class grades given by non-program teachers) are also shown to indicate similar treatment group superiority. (Author)

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In D. Glenwick (Chair), Alternative Community-Based Psycho-educational Programs for Students with Behavior Disorders. Symposium presented at the meeting of the American Psychological Association, Toronto, 1978.

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# SOCIAL SKILLS TRAINING IN THE COMMUNITY WITH BEHAVIORALLY DISRUPTIVE YOUTH[1]

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Success in school can be greatly influenced by the level and form of social or interpersonal skills the student displays to teachers and other staff (Cartledge & Milburne, 1978). These skills have been found to influence the teachers' perceptions of students' behavior, the teachers' predictions student success or failure, and (thereby) the students' academic performance. Further, Cobb and Hops (1973) have shown that specific social skills necessary for functioning in a particular setting can be effectively taught. Consequently, programs that hope to prevent or preclude adolescent behavior problems in school or elsewhere in the community should be concerned with: (a) identifying those social behaviors that are reinforced in a particular setting (school/community), and (b) providing training for them that features practice in the setting where the behaviors are most likely to be reinforced. In general, these points parallel the challenge by Baer, Wolf, and Risley (1968) that "generalization should be programmed rather than expected."

Two programs have been developed and conducted by the Institute for Behavioral Research that follow this challenge. One is PREP (Preparation through Responsive Educational Programming), a large-scale, multi-year and -setting, public school-based research and demonstration project; and the other is DIAL (Diagnostic and Learning Center), a small, private, non-profit alternative school maintained as a community service. Both PREP and DIAL are partial-day programs that serve adolescents (PREP, 7th through 9th graders; DIAL, 5th through 12th graders), who have varying types and degrees of academic and behavioral difficulties. These problems can include truancy, disruptive behavior in class, low academic achievement in comparison to ability, or major delinquent behavior in the community. Both programs provide basic academic skill training in English, math, and reading by means of individualized curricula and use applied behavioral techniques, including contracting and token or point reinforcement. PREP students remain in the public school, attending a number of "regular" school classes (e.g., science, physical education, and home economics) in addition to receiving PREP training (Filipczak, Friedman, & Reese, 1978). DIAL students

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do not attend public school but receive three hours of training in the alternative school setting, after which they are free to go home, to work, or elsewhere (Filipczak, 1977).

Both PREP and DIAL share a "preventive" aim: to equip the student with the skills necessary to attain successful involvement in the community. PREP students must eventually return to a full-day program in the public school; DIAL students to either a full- or partial-day program in public school or to employment. Because of their preventive aim, both PREP and DIAL stress training in interpersonal skills, as these are seen (Cobb, 1972; Soli & Devine, 1976) as useful, if not essential, mechanisms for enabling behaviors acquired in the special training to continue to be reinforced and maintained in the natural setting--i.e., the community to which the students return.

PREP and DIAL acknowledge the cyclical nature of interpersonal behavior processes--i.e., that they must be reinforced by others in the community in order to be maintained (Bandura, 1969). Therefore, each attempts to "tailor" interpersonal skill training curricula to take fullest advantage of this reciprocal relationship between trainees and their community. PREP, having been carried out first in a laboratory, then in suburban, urban, and rural schools, developed four quite different interpersonal skills curricula. DIAL, as an alternative school, developed yet another. The "tailoring" process, applied to all three elements of the curriculum--objectives, training procedures, and measures--incorporates both social learning principles and the input and validation of significant community members. It represents one important way that PREP and DIAL go beyond simple dependence on basic operant procedures to effectively teach interpersonal skills. This presentation will highlight different aspects of the "tailoring" process, citing examples from pertinent program years and settings.

## Validation of Objectives

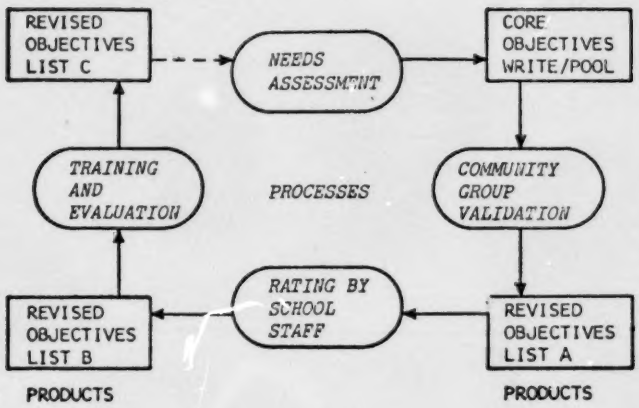
In mounting a program to teach students "desirable" behaviors, it is necessary to first submit those behaviors to some form of social validation. One social validation process has been defined as "the specification of behavior components and validation of their importance through ratings of relevant judges" (Minkin, Braukman, Minkin, Timbers, Timbers, Fixsen, Phillips, & Wolf, 1976). Further, it is helpful to have evidence that the community supports the appropriateness of these behaviors as training objectives (Tharp & Wetzel, 1969). Because both PREP and DIAL have been conducted in natural settings, social validation of interpersonal skills training objectives has been integrated into the planning and program approval procedures on a year-by-year basis. PREP's experience at a rural middle school best exemplifies the procedure used to develop and validate social training objectives.

PREP came to the rural middle school with a set of "core" objectives established in developing a previous program for a suburban school site. These included interpersonal behaviors in these major areas: teacher/student classroom interactions, family activities, peer involvement, career-related processes, study skills, and identification and application of cognitive information concerning self-management and legal rights and responsibilities of teenagers. Using these as a starting point, PREP took steps to integrate and reformulate the objectives in reference to the rural school's needs (as noted in Figure 1).

First, a student skill-needs assessment was was performed by staff, teachers, and others. Behavioral and anecdotal data (from report cards; discipline records; and teacher, parent, and principal reports) were examined to determine which social behaviors were critical for survival in that particular school setting. This assessment yielded a list of social behaviors that were so frequently cited (either as being present in successful students or lacking in unsuccessful students) as to be considered characteristic of success at

the school. The list of behaviors contained such items as "completes class assignments," "turns in homework," "attends 90% or more school days," "speaks up when he doesn't understand directions," and "participates in class discussion." From the complete list, a set of social skills objectives was made, using (wherever possible) those already written for the suburban school program. The list was annotated to show which of two basic media would be used to teach each objective: curricular "lessons" or a behavioral system designed to support specific classroom interpersonal skill

Figure 1
Development and Validation of Interpersonal Objectives
(Rural Middle School)




The annotated list, along with both sample lessons and behavioral systems was reviewed and revised by three separate groups of significant community representatives: (a) the Principal's Advisory Council (PAC), a group of community leaders (religious, civic, and parent) which was traditionally consulted about matters of school policy; (b) members of the school's teaching and administrative staff, including some who would be indirectly and directly involved with implementing the training; and (c) the county schools' staff and members of the board of education, whose sanction was both necessary (since PREP is a federally-funded project) and desirable (since it established and enhanced the community's accountability for the selection of training objectives). The final set of objectives (as seen in Figure 2) included additions, deletions, changes in training procedures that had been suggested by all three evaluating groups, and formed the foundation of the rural school's social skills training curriculum.

Two other examples show other ways that PREP subjected training objectives to social validation. At PREP's urban site, an inner-city school in a lower-middle class area, those interpersonal training objectives related to job interview behavior were subjected to appraisal of school staff familiar with community hiring practices. These staff pointed out that the deferential, only slightly assertive, interview behavior modeled and shaped by the curriculum materials was not likely to lead to hiring by local employers. Objectives, examples, and criterion measures were modified to present and train more aggressive interview behavior. In essence, this procedure was an extension of the social validation process described for the changed "interview" objective (#3) shown in Figure 2, amplifying how objectives were used and modified from site to site.

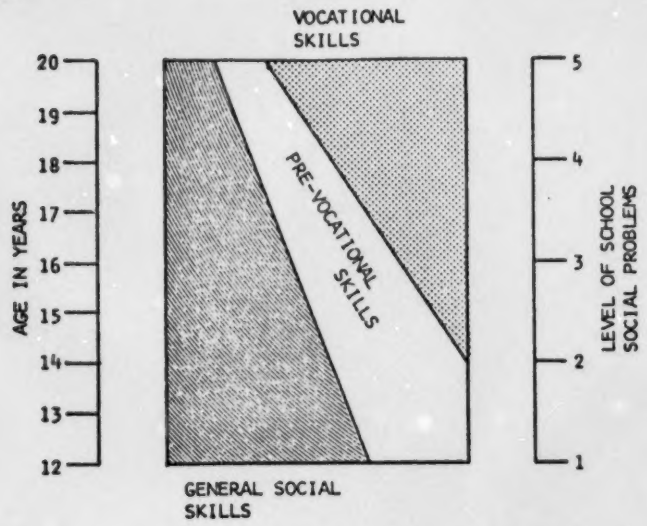
Figure 2
Social and Experimental Validation of Curriculum Objectives

| | *NEEDS ASSESSMENT* CORE OBJECTIVES | *COMMUNITY GROUP VALIDATION* REVISED - LIST A | *RATING BY SCHOOL STAFF* REVISED - LIST B | *TRAINING AND EVALUATION* REVISED - LIST C |
|---|---|---|---|---|
| 1 | The student will rate the relative effectiveness of five contraceptive devices. | DROP | CONFIRMED DROP | ADD: The student will name one source of information on contraceptive devices |
| 2 | The student will maintain eye contact with lecturing teacher __% of class time. | MAINTAIN | CHANGE: The student will look toward the teacher or take notes 100% of the time, and submit legible notes for teacher review. | MAINTAIN |
| 3 | The student will demonstrate interview behaviors X, Y, & Z in a role-played job interview. | MAINTAIN | CHANGE: Given a role played interview example, the student will identify presence or absence of behavior X, Y, or Z. | MAINTAIN |
| 4 | | ADD: The student will list three free time activities available to him during the after school hours of ___ to ___. | MAINTAIN | CHANGE: The student will list three free time activities available to him in the after school hours of ___ to ___ and take part in at least one per semester. |

Because DIAL's students have such acute and unique behavior problems, are referred from such diverse schools, and return to such different schools and/or employment situations, the interpersonal skills training is conducted in an individualized, as opposed to group, format. Likewise, DIAL's training objectives are socially devised and validated on an individualized basis. DIAL staff conduct an individualized needs assessment after analyzing the students' entry behavioral data, establishing at that time a set of tentative interpersonal training objectives. These are rated and ranked in order of perceived importance by both DIAL staff and the referral agent or agency (a pupil personnel worker, juvenile court probation officer, private therapist, or school psychologist). Figure 3 represents the decision set by which objectives are selected, based on individual need, age, and eventual placement criteria. Links between student age and behavior problem severity generally define the mix of general social skill, pre-vocational, and vocational training given each student.

Other social validation steps may be taken as the student's program calls for placement in a less restrictive school environment or to part- or full-time employment. In these cases, school program teachers and/or prospective employers are asked to specify and rate interpersonal training objectives for a given student.

Figure 3
Decision-Making Matrix for DIAL Training Objectives




## Building Training Procedures on Natural Setting Supports

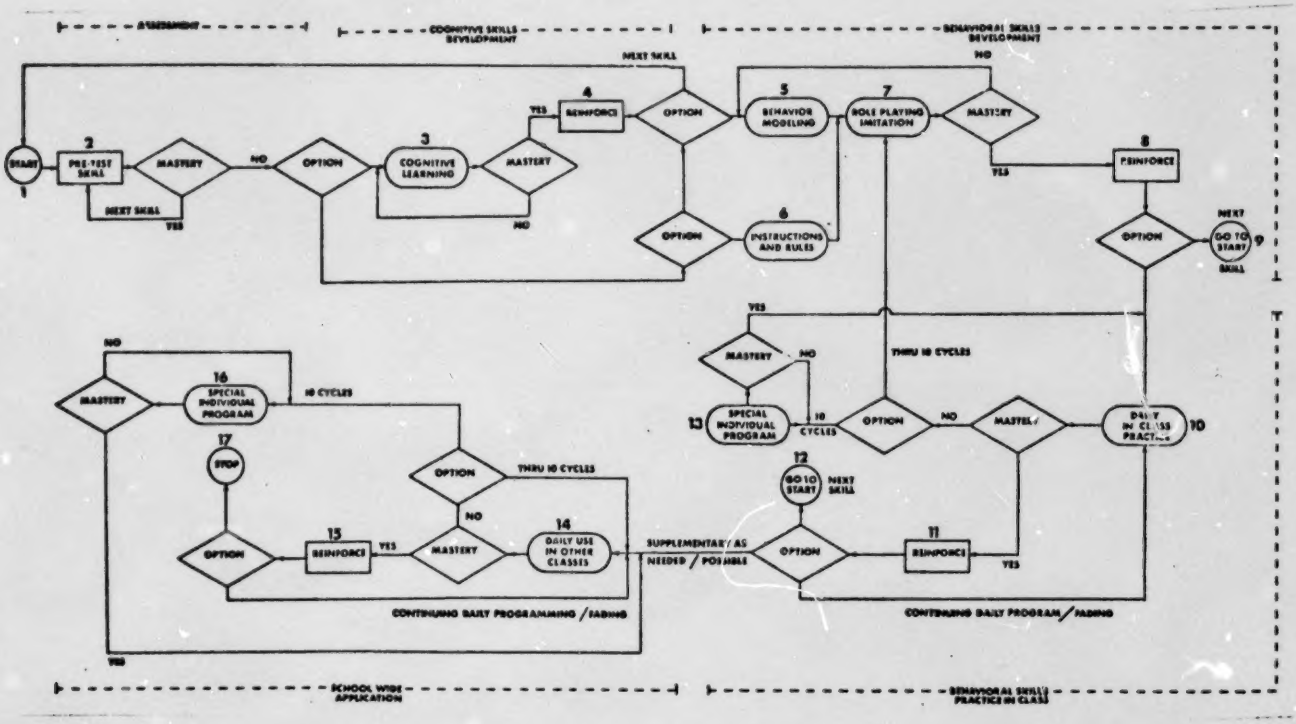
Interpersonal skills teaching procedures, like objectives, may be developed so as to take advantage of the cyclical nature of social relationships in a given setting. A procedure from each of PREP's three public school settings will be described as an example of how PREP: (a) builds classroom extensions for skill training, (b) uses social reinforcers where possible, and (c) provides behavioral rehearsal for voluntary activities.

Where many interpersonal skill training procedures for school behaviors are carried on outside the classroom (e.g., Graubard, Rosenberg, & Miller, 1971), PREP conducts them within the classroom, in a group format, using fairly traditional instructional methods (demonstration, lecture, roleplaying, quizzes). The interpersonal skills class differs from the students' other classes in two major respects: (a) the use of a behavioral system designed to support classroom-related interpersonal competencies, and (b) the use of a curriculum of sequenced skill or knowledge lessons based on interpersonal, as opposed to academic, objectives.

By conducting interpersonal skills training in the students' regular school in a setting of planned similarity to other classes, PREP hopes to capitalize on the training available through modeling, imitation, and vicarious learning (Bandura, 1969) and make fullest use of the important sources of social support available in the school; namely, teachers and peers in both the special and the other classes. Figure 4 illustrates how the interpersonal skills training class at PREP's suburban site used a system of controlled access to social supports that are available within the school. As the areas numbered 4, 8, 11, and 15 show, there are four points at which the student has access to social and other reinforcement for interpersonal skill mastery. At each point, the PREP class provides a measure and a support procedure for a developmental level of competence: (a) cognitive (quiz), (b) structured application (rules compliance, in-class behavioral

rating), (c) less structured practice (roleplay, voluntary demonstration, and (d) structured other-class application (out-of-class behavior rating or contract) and less structured other-class application (grades in other classes). At each level, the degree of structure needed is determined by student performance on the given measure. Once a student demonstrates criterion on that measure, the support procedure may be dropped, with an increased likelihood that the desired performance will continue, subject to natural reinforcers available in the school.

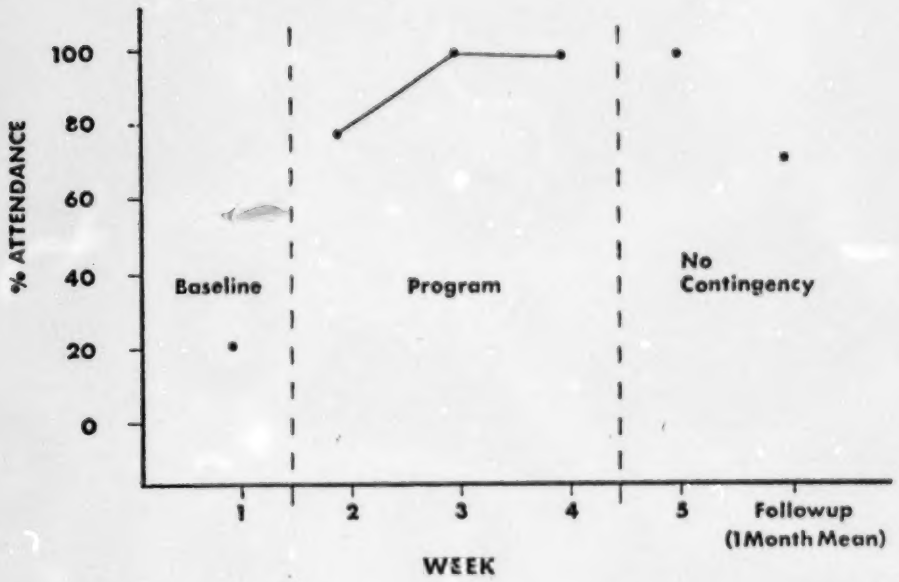
Figure 4
Interpersonal Skills Class Social Support System




The use of social, as opposed to tangible, reinforcers is a second feature of PREP's training procedures. The urban school's interpersonal skills class aide program provides an example of how PREP looks to the school's "hidden curriculum" of social behaviors, values, and attitudes to find reinforcers. Since absenteeism was one of the most critical social problems at the urban site, and an obvious keystone for other academic and social difficulties, attendance contracts were developed for students with high absence rates. By studying the social structure of the host school, and by examining, via questionnaire, preferred activities of students, PREP found that the position of class or office aide was cited as a preferred activity. Customarily, aide positions were available only to students with high academic standing and correspondingly high attendance. As the aide's position entailed not only status but also some responsibility (e.g., taking roll, preparing dittoes, etc.) it demanded good attendance. PREP offered aide positions as reinforcers for selected attendance contracts, where absenteeism did not appear to be caused by physical factors such as illness, family commitments, or lack of transportation. Just which factor of the aide position was reinforcing--the increased teacher attention, peer interaction, increased responsibility, status--remains open to conjecture, but data from these

contracts indicates that the aide position was an effective reinforcer of attendance in students who chose aiding as a reinforcer. Figure 5 shows one such contract, in which aiding in the PREP class was made contingent on the student's attendance in a non-PREP class (geography).

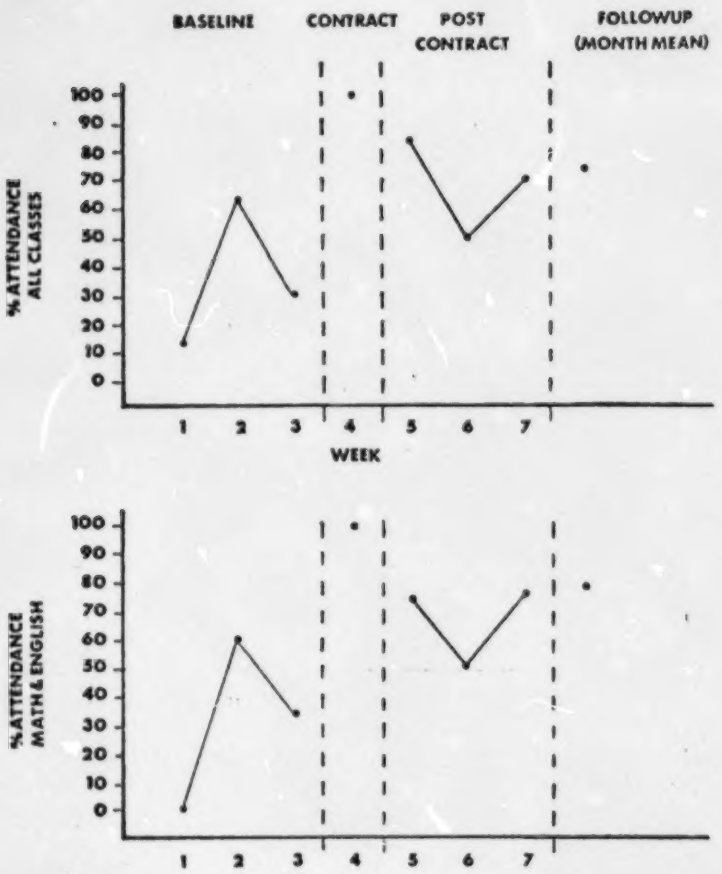
Figure 5
Attendance Data: Aide Contingency Contract




Observation of student interests at the urban site led to the use of another effective social reinforcer. Students frequently sought the opportunity to eat lunch with project or school staff. Subsequently, contracts were used that offered lunch with a selected school or project staff member contingent upon completion of a specific number of assignments or days of attendance. Figure 6 shows the data from one such lunch contingency program.

The effectiveness of these two social reinforcers at the urban school where high-cost tangible reinforcers were neither practical nor feasible for long-term behavior support, suggest that "problem students" value and respond positively when given clear-cut access to positive social activities such as lunch and aiding. PREP has found that these low-cost, easily-managed reinforcers may be found by careful observation of formal and informal activities in the training setting and by probing, through questionnaires, ratings, or interviews, the preferences of the students themselves.

Figure 6
Attendance Data: Lunch with Staff Contingency Contract




A third procedure PREP devised to maximize trainees' access to positive social reinforcement was carried out at the rural school site. There, one objective of the social skills training program was to increase students' pro-social activities during after-school hours. This school has a predominantly bus-transported student population. After-school social recreation activities were regularly offered at the school but were ill-attended, even though they were free and free bus transportation was provided. Among the few students who did attend these activities, there was little or no representation by students having social difficulties in school (e.g., PREP or PREP control students). PREP parents and staff saw a need to devise a training procedure to help introduce such students to after-school activities. A small group of students (N = 6) from the PREP social skills class was invited to join an after-school "club" which met weekly for one semester. The club provided training (through modeling, behavioral rehearsal, and structured feedback) in specific skills identified as critical for participation in typical after-school activities. These activities included bowling, cooking, board games, and skating. Four two-meeting training steps were carried out. One week the group would meet to identify critical interpersonal behaviors that would be needed to carry out a given activity (e.g., going skating at a local rink), rehearse and discuss these behaviors, and prepare feedback procedures and criterion measures. The second week the group would then carry out the

behaviors rehearsed. Participation in the club was voluntary, though students received behavior points in the social skills class for attendance and performance in the after-school club. Figure 7 shows the sequence of training sessions and skill objectives for the club.

Figure 7
After-School Group
(Schedule of Activities and Interpersonal Objectives)

| OBJECTIVE CATEGORY / TOPIC: / MEETING #: | BOWLING 1 | BOWLING 2 | BOARD GAMES 3 | BOARD GAMES 4 | SKATING 5 | SKATING 6 | COOKING 7 | COOKING 8 |
|---|---|---|---|---|---|---|---|---|
| RULES KNOWLEDGE | Learn & Practice | Apply & Evaluate | Learn & Practice | Apply & Evaluate | Learn & Practice | Apply & Evaluate | Learn & Practice | Apply & Evaluate |
| RULES APPLICATION | Learn & Practice | Apply & Evaluate | Learn & Practice | Apply & Evaluate | ditto | ditto | ditto | ditto |
| COURTESY KNOWLEDGE | Learn & Practice | Apply & Evaluate | Learn & Practice | Apply & Evaluate | | | | |
| COURTESY APPLICATION | Learn & Practice | Apply & Evaluate | Learn & Practice | Apply & Evaluate | | | | |
| INFORMATION SEEKING (NON-PEERS) | Learn & Practice | Apply & Evaluate | Learn & Practice | Apply & Evaluate | | | | |
| INFORMATION GIVING (NON-PEERS) | Learn & Practice | Apply & Evaluate | Learn & Practice | Apply & Evaluate | | | | |
| HELP SEEKING (PEERS) | Learn & Practice | Apply & Evaluate | Learn & Practice | Apply & Evaluate | | | | |
| HELP GIVING (PEERS) | Learn & Practice | Apply & Evaluate | Learn & Practice | Apply & Evaluate | | | | |
| OUTCOME | FORMALLY ASSESSED | USED IN EARNED GAMES | FORMALLY ASSESSED | USED IN EARNED GAMES | | | | |

Although the after-school club was only a pilot programmatic effort, resulting data showed that students made significant increments in such important interpersonal skills as following game directions, obeying game rules, observing game courtesy, asking directions, and asking for and giving help to others. Anecdotal data gathered during the training provide a rationale for the procedure of highlighting leisure-time activities. A number of participants commented that they had never participated in the after-school activities offered by the school because they "didn't know how to keep score," "didn't know the rules," "didn't know how to get equipment or help," had "never tried it before," and "didn't want to look dumb." All of these reasons suggest interpersonal competencies which can best be trained through rehearsal of and participation in the activities themselves. Unfortunately, reliable data could not be collected on subsequent participation by the specially trained students in the regularly-scheduled after-school activities in the next school year. Nevertheless, PREP views the after school behavioral rehearsal training as a promising procedure for extending the learning of social competencies beyond the school day into the equally important setting of time devoted to leisure activities.

## Using Social Measures to Assess Training

Because it is school-based PREP has relied heavily on unobtrusive measures available from school records: attendance, disciplinary referrals, suspensions, nurse visits, and, to some extent, grades. At best, such measures only indirectly reflect effects of specific interpersonal skill training. Of course, more direct measures were used within the social skill classes and in behavioral contracting procedures. But, since PREP operated under severe constraints regarding informed consent and obtrusive measurement procedures, direct measurement was limited, especially when it involved comparison with other students or possible negative labeling of treatment groups. Despite these limitations, PREP has used a number of social measures selected or devised especially to determine the effects of interpersonal skill training. These include a cognitive test of interpersonal skill knowledge and application and two different unobtrusive social measures available from school report cards. Each of these special measures will be described briefly, along with examples of the measure itself or significant results obtained.

### Social Skills Questionnaire

At PREP's rural school setting, a written pre/post-test of social skills was administered to both the treatment and control groups. The test included items designed to assess both knowledge and skill application in what appeared to be critical areas of interpersonal skills that related to the constructed curriculum. Figure 8 includes a number of items from this test that typify the three most important areas of knowledge application probed by this measure: careers, observing and reporting, and behavior change.

Figure 8
Sample Items from Interpersonal Skills Test

| | |
|---|---|
| CAREERS | *A 14 year old boy wants to mow lawns for neighbors during the summer. What does he need to do this type of work?*<br>*a. a work permit*<br>*b. a Social Security card*<br>*c. both a work permit and a Social Security card*<br>*d. neither a work permit nor a Social Security card* |
| BEHAVIOR CHANGE | *If you were a teacher and wanted your students to come to class on time, which would you do?*<br>*a. allow students who come on time to do something they like to do*<br>*b. punish latecomers with detention*<br>*c. ignore students who come in late and go on with the lesson*<br>*d. tell students who come in late that they will be sent to the principal's office*<br><br>*Jeff would like people to stop calling him "Shorty." Suppose you were Jeff, what would you do to get people to stop calling you "Shorty?"*<br>*a. tell them off every time they call you "Shorty"*<br>*b. ignore them when they call you "Shorty"*<br>*c. ask them not to call you "Shorty" and let them know you like it when they call you Jeff*<br>*d. keep reminding them until they stop calling you "Shorty"* |
| OBSERVING AND REPORTING | *Look at the graph on your answer sheet. It shows Marvin's attendance at school last year. Which best describes what the graph shows about Marvin's attendance?*<br>*a. it improved*<br>*b. it got worse*<br>*c. it improved until January, then got worse*<br>*d. it got worse until January, then improved*<br><br>*(Narrator says "eleven" three times) How many times did I say "eleven?"*<br>*a. once*<br>*b. twice*<br>*c. three times*<br>*d. more than three times* |

The 25-item test was read aloud to all students to insure that differences in reading ability did not affect the outcomes. Both composed and multiple-choice answer formats were included.

Figure 9 illustrates outcomes obtained on this test for the knowledge application area of observing and reporting. The social group (which combines a pure social and an academic plus social group) is seen to have made the higher overall gain on this test. This difference was not significant, but the results were encouraging as the students in the social skills classes showed significantly greater performance in critical skills such as identifying positive solutions to social problems, recalling information about employment regulations, and objectively reporting actual behavioral incidents. In addition, the PREP academic students contributed the increment found in this group of non-social students, confirming other evidence (Friedman, Filipczak, & Fiordaliso, 1977) of generalization from academic training.

Figure 9
Social Skill Pre-Post Mean Scores
(Observing and Reporting)

| | PRE SCORE | POST SCORE |
|---|---|---|
| SOCIAL ONLY | 2.50 | 3.71 |
| ACADEMIC + SOCIAL | 2.76 | 3.05 |
| TOTAL SOCIAL | 2.71 | 3.31 |
| ACADEMIC ONLY | 3.06 | 3.61 |
| CONTROL | 2.65 | 2.50 |
| TOTAL NON-SOCIAL | 2.84 | 3.03 |

Unobtrusive Measures of Social Skills

The measures often used in behavioral programs (e.g., direct observations or confirmation of instructional responses) can become more obtrusive and reactive than necessary to obtain valid assessment of behavior change. In addition, such measures may have little relevance to the ongoing and socially valid assessments being made by significant persons in the student's life (e.g., other students, teachers). PREP has tried to employ as many unobtrusive measures of behavior change as are found suitable and reliable. Two such measures are cited here: citizenship grades and teacher ratings of classroom behavior. Both measures are drawn from a routine evaluative instrument used in the school that provides data highly predictive of later success in school: the report card.

Figure 10
Changes in 8th Grade Citizenship Grades (Urban School, A = 4)

| GROUP | PRIOR YEAR | PREP YEAR |
|---|---|---|
| EXPERIMENTAL | 2.18 | 2.64 |
| CONTROL | 2.27 | 2.00 |

Figure 10 presents a set of data on citizenship grades from PREP's urban school site, focusing on 8th grade experimental and control subjects where between-years comparisons are possible. Here, the experimental group's mean increase of .48 grade points is contrasted to the drop of .27 grade levels by the control group. A 2 x 2 repeated measures analysis of variance showed a significant interaction between group and year ($p < .10$). This increment in citizenship grades is encouraging as it suggests that homeroom teachers (who did not know about the students' participation in PREP) were able to verify the social behavior changes reported by the students' regular class teachers. These data add evidence to the reported generalization of skills noted before.

Teachers at the rural school also provided substantial non-obtrusive information to PREP about the social performance of its students. At the start of the last PREP year in this school, the county schools adopted a revised report card that included means for each teacher to rate the performance of each student (outstanding, average, deficient) for 10 different classroom performances at the end of each marking period (i.e., four times each year). Figure 11 reports the outcomes of these ratings of student performance for the total of all marking periods. Here, the difference between outstanding and deficient ratings for all school classes are compared for social (social only and social plus academic) versus non-social (academic only and control) groups. Those items that the teachers felt most clearly described behavioral performances in school are listed in bold face.

Figure 11
Level of Significance for Teacher Ratings of Outstanding Student Behavior: Social vs. Non-Social Students*

| RATING ITEM | LEVEL OF SIGNIFICANCE |
|---|---|
| 1. Is prepared with assigned material | .01 |
| 2. Completes work begun | NS |
| 3. Strives for neatness and accuracy | NS |
| 4. BEGINS WORK PROMPTLY | .02 |
| 5. FOLLOWS DIRECTIONS | .05 |
| 6. FOLLOWS SCHOOL RULES | .02 |
| 7. EXERCISES SELF-CONTROL | .02 |
| 8. WORKS WELL WITH OTHERS | .02 |
| 9. SHOWS COURTESY AND CONSIDERATION | .02 |
| 10. RESPECTS PERSONAL AND SCHOOL PROPERTY | .001 |

* All differences favoring the social group

Clearly, the overall ratings received by the social students from these teachers indicates a level of performance far superior to the comparison students. Individual item differences provide a substantial overlap (at least on face validity bases) with behaviors that were trained in the social skills classes.

## Conclusion

Both the PREP and DIAL programs have attempted to function in reference to the current and developing norms of the social systems within which they operate. Staff of both programs have been required to encourage the participation of community groups in the development of program objectives, the conduct of learning programs, and the evaluation of all social skills activities. The data cited in this summary indicate that this encouragement has paid off. Objectives have been written that reflect community standards. These objectives have been used to construct and conduct programs that have proven of benefit to the participating students, both within and outside their training settings. Potential dissemination of the PREP program to other sites can profit from this attention to requisite community standards.

Behavior modification's confrontation with the norms and expectations found in the natural settings (Russell, 1974; Winett & Winkler, 1972) can detract from both its perceived effects and its actual social impact. The problems associated with either the conduct of successful applied research (Filipczak & Friedman, in press) or the service program adoption of proven applied research procedures (Fairweather, Sanders, Maynard, & Cressler, 1969) appear to demand that especially controversial procedures (such as behavior modification) account for community standards at the onset. Thereafter, their hope of success in bringing about behavior change is enhanced.

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